

# Childminder Report

<b>Inspection date</b>	29 June 2017
Previous inspection date	10 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder takes time to ensure children are happy and feel secure in her care through a gradual settling-in process. The childminder spends time getting to know children's individual needs and routines to enable her to effectively meet their needs.
- Children enjoy a wide variety of age-appropriate activities and learning opportunities that supports their development. The childminder provides opportunities for them to meet regularly with other children, helping them to develop their confidence and social skills. Children enjoy trips to the library where they engage in a variety of musical activities. They make good progress in their learning.
- Children receive lots of praise and encouragement. The childminder praises children for their efforts and achievements. Clear routines and boundaries are in place so that children understand what acceptable behaviour is.

### It is not yet outstanding because:

- The childminder does not always make the most of professional development opportunities to further develop her good practice.
- The childminder does not yet have robust systems in place for gathering the views of parents and children about the service they receive and using that to enhance her process for self-evaluation.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- engage in available continuous development opportunities to ensure knowledge is kept up to date and so that teaching skills are improved to an even higher level
- review procedures for seeking, evaluating and acting on the views of the parents and children to enhance self-evaluation and drive continual improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the childminder's home.
- The inspector read and took account of the views of parents.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is fully aware of her role in protecting children from harm and neglect and the procedures for sharing concerns she may have about a child in her care. Effective routines are in place for ensuring that children play in a safe and secure environment. All adults within the home undertake required suitability checks and children are not left in the care of unvetted adults. The childminder maintains an accurate record of any visitors to the home. Parents are very happy with the service provided. They state the childminder, 'Creates a safe and stimulating environment and children love the variety of activities provided on a weekly basis'.

### Quality of teaching, learning and assessment is good

The childminder uses information gathered from parents and her own observations and assessments to plan effectively for their learning needs. Toys are attractively displayed and easily accessible, enabling children to make choices and lead their own play. The childminder supports children's imaginations well. They enjoy re-enacting familiar experiences, such as making different food in the play kitchen. The childminder helps to develop children's numeracy skills effectively. She encourages them to count in everyday routines and during activities. For example, they count how many bubbles they have blown and then try to catch and pop them.

### Personal development, behaviour and welfare are good

Children's individual needs are well known and met effectively throughout the day. They rest and sleep according to their needs. Children have plenty of fresh air and exercise each day. They enjoy being physically active and spend lots of time outdoors. Children are encouraged to explore and enjoy climbing. For example, they enjoy being adventurous as they use soft-play equipment and use large climbing apparatus at the park. Children's dietary needs and preferences are known and respected. Parents provide packed lunches for their children. The childminder ensures that children drink regularly so that they do not get thirsty, especially in hot weather.

### Outcomes for children are good

Children make good progress. They use a variety of art and craft resources and have many opportunities to make marks. They enjoy reading books with the childminder and become familiar with different print as labels are displayed throughout the childminder's home. Children develop the skills that will support them as they move to nursery and on to school.

## Setting details

<b>Unique reference number</b>	510441
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1059610
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 October 2012
<b>Telephone number</b>	

The childminder registered in 1997. She lives in the Holbrooks district of Coventry. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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